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ABSTRACT

Contending that participation in quality circles enhances effective time management by school administrators and teachers, this guide provides both a theoretical briefing and practical recommendations for better time management. A pre- posttest prefaces a review of basic concepts of quality circles with reference to the work of Abraham Maslow, Douglas McGregor, Rensis Likert, and others. The processes of decision making and problem-solving within the quality circle are outlined. Aspects of time management discussed include the importance of time to management, effectiveness areas of managers and of teachers as managers, a proposed process for setting priorities, overcoming barriers to effective time use, and principles of delegation. An application of time management concepts to quality circles enumerates ways in which participation in quality circles directly supports managers' and teachers' high priority effectiveness areas. Quality circles are credited with improving members' problem-solving and group process skills, raising their self esteem, offering a shared stake and greater commitment to organizational goals, and facilitating greater discretionary use of time. Selected references for further study, sample worksheets such as job objectives and performance standards and time logs, and priority settings materials are appended. (MJL)

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# an effective time and management strategy in quality circles

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# AN EFFECTIVE

# TIME AND MANAGEMENT STRATEGY

# IN

# QUALITY CIRCLES

by

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"Each day is rich in potentialities. We can either use the passing hours to implement our plans, realize our dreams, strengthen our foundations, or we may treat these hours with unthinking indifference, the moments slipping through our fingers like fine sand on the shore."

"Callisthenes"

## FOREWORD

The purpose of this monograph is not to make a "Time-Nut" out of anyone nor is it to "usurp" the traditional responsibilities and authority of the manager. It is designed, however, to present a point of view; one based on participative, humanistic principles espoused by such pioneers as Abraham Maslow, Douglas McGregor, Rensis Likert, Robert Blake, Frederick Herzberg and other precursors of the Organizational Development and Quality Circle movements.

As an early (1969) advocate of the Organizational Development Movement and the application of time management principles to that movement I found it entirely natural to try to apply these same time management principles to Quality Circle concepts.

A formula often included in literature on management is:

$$D \times C = R$$

in which D equals the quality of the decision, C equals the level of commitment on the part of those carrying out the decision and R equals results. Thus it appears that the degree of commitment plays as important a part in the results derived as the quality of the decision. If we apply this formula to Quality Circle concepts, it appears that Quality Circles not only increase the quality of the decision, because the people who are most intimately familiar with the problems are participating in the decision making process, but they also provide for ownership of that decision and thus a stake in its successful resolution. It can work in education; it does work in industry. The point of view of this monograph is that it will work even more successfully in education because education has a history of collegial relationships among all participants in the teaching - learning process and a culture that fosters these relationships. All it takes is a desire, some study and a willingness to move forward to greater productivity within an environment of mutual respect and support.

> "Regardless of the reasons for differences in estimates of time working with equipment, the conclusion of all studies is that communication with people, not equipment, is the principal focus of activity for the professional man as well as the administrator, clerk, secretary, and technician."
>
> E. T. Klemmer and F. W. Snyder
> THE JOURNAL OF COMMUNICATION
> Vol. 22, June, 1972, p.142-158

**Pre- Posttest**

Place the letter of the correct response in the column to the left of the question.

_____ 1. To make certain you are using your time wisely you should:

a. Keep a time log for a specified period of time.
b. Ask your supervisor.
c. Read a book on time management.
d. Work at least 8-10 hours per day.

_____ 2. One effective way to determine if a minor activity should be done is:

a. Check with your supervisor.
b. Review how well you did it previously.
c. Don't do it and analyze the results.
d. Spend more time on it than you did before.

_____ 3. The essence of time management is:

a. to work harder.
b. to get other people to do your work.
c. to react quickly to problems or emergencies.
d. to set priorities for your activities.

_____ 4. A major effectiveness area for a manager is:

a. Time management
b. Reducing interruptions
c. Determining the thrust of the organization
d. Assigning activities to subordinates

_____ 5. There is a high correlation between an effective person and the amount of time spent on:

a. work as against other activities
b. paper work
c. high priority objectives
d. the telephone

_____ 6. A major effectiveness area for teachers is:

a. using visual aids
b. diagnosing learner problems
c. reading textbooks
d. supervising field trips

_____ 7. One of the following is not a major life role:

a. Family
b. Vacation
c. Vocation
d. Personal

_____ 8. You have not made a commitment to an activity until you have:

a. accomplished it at least three times
b. shared it with your friends
c. budgeted funds to accomplish it
d. placed it on your daily and/or weekly schedule

_____ 9. A successful way to deal with procrastination is:

a. start
b. put it off
c. do it last
d. analyze yourself

_____ 10. One of the following is not an effective way to say "No":

a. give a plausible excuse
b. don't pay attention to the content of the question or request
c. pre-determine the dialogue for anticipated situation
d. determine your own priorities before responding to the question or request

_____ 11. A good technique for handling paperwork is:

a. handle each piece of paper only once
b. have your secretary take care of all paperwork
c. increase the size of your wastebasket
d. file anything you may need later

_____ 12. The proper procedure for using the telephone effectively is:

a. make certain all telephone messages contain: who called, what did they want, what is the "call back" number, what is a good time to call back.
b. answer the telephone on the first three rings
c. have your secretary place all your calls
d. use a telephone answering device whenever possible

_____ 13. Visitors can best be taken care of by:

a. requiring appointments whenever possible
b. seeing them immediately
c. calling them on the telephone instead of in-person
d. avoiding them as much as possible

_____ 14. Which one of the following is <u>not</u> an area to delegate:

a. fact finding responsibilities
b. repetitive activities
c. effectiveness areas
d. activities you can do better

_____ 15. Delegations are most productive when:

a. deadlines are set and held to
b. authority is retained by the delegator
c. decisions are made by the delegator
d. specific ways to accomplish the delegation are provided

_____ 16. Quality Circles are most effective when:

a. strong direction is provided by the manager
b. a collaborative process is encouraged
c. solutions are developed to solve employee personal problems
d. the manager provides the problems for the group to work on

_____ 17. One of the following was <u>not</u> an early contributor to the concepts underlying Quality Circles:

a. Frederick Herzberg
b. Abraham Maslow
c. Douglas McGregor
d. William Ouchi

_____ 18. Employees in Quality Circles should <u>not</u> generally be provided training in:

a. management accounting
b. charting and graphing
c. group process skills
d. decision analysis

_____ 19. One of the following is <u>not</u> a general result of Quality Circle participation:

a. improved communication
b. greater job satisfaction
c. increased salaries and fringe benefits
d. heightened trust

_____ 20. The most important time management princip] Quality Circles is effective:

a. delegation
b. meeting management
c. telephone usage
d. paperwork procedures

"To every thing there is a season, and a time to every purpose under the Heaven."

Ecclesiastes 3:1

<u>Answers to Pre- Posttest</u>

| | | | |
|---|---|---|---|
| 1 - a | 6 - b | 11 - a | 16 - b |
| 2 - c | 7 - b | 12 - a | 17 - d |
| 3 - d | 8 - d | 13 - a | 18 - a |
| 4 - c | 9 - a | 14 - c | 19 - c |
| 5 - c | 10 - a | 15 - a | 20 - b |

## I. Basic Concepts of Quality Circles

Any review of the beginning of Quality Circles must begin with the U. S. occupation of Japan following World War II. During this time of rebuilding a shattered industry several American industry consultants working directly with the Japanese brought with them the background and research of American industry which had been exposed to the ideas of Abraham Maslow, Douglas McGregor, Rensis Likert, Robert Blake, Frederick Herzberg and others.

In addition to the "organizational development" concepts the Americans brought with them the scientific concepts of statistical quality control and scientific planning. Dr. Edward W. Deming, who was primarily instrumental in introducing these ideas into a highly receptive industry, became so well known and respected that "Deming Awards" are among the most prestigious awards to be received by Japanese industry.

The Union of Japanese Scientists and Engineers (JUSE), sponsors of the Deming Awards, embraced the quality control and productivity concepts with tremendous vigor subsequently importing other scientists and industrialists such as Dr. Joseph Juran to assist them in their quest for worldwide industrial eminence.

Quality Circles were spawned in 1961 and grew rapidly to the extent that it is estimated today that over 10 million Japanese are members of such circles. The concept was brought to the U.S. in the mid-seventies with circles starting at Lockheed and other major corporations so that today virtually every major U.S. industrial corporation has installed some aspect of quality circles.

**A.** What are these concepts that have made an industrial giant out of a once-demolished industry in Japan and which are even now being openly embraced by American Industry? A brief look at the foundations brought from the United States to Japan in the 1950's will set the stage.

1. **Abraham Maslow** (Motivation and Personality, Harper & Row, New York, 1959) grouped all human needs into five major categories as follows:

   - **Self-Actualization**
   - **Ego**
   - **Social**
   - **Security**
   - **Basic**

These were placed in ascending order from the lowest (basic) to the highest (self-actualization) with an individual moving up the order only as the lower categories were fulfilled. For example, social needs are not important to an individual who has not yet taken care of the basic air, food, water, clothing, and lodging needs.

To the extent that an individual can fulfill his or her needs through an organization, that individual will be motivated within the organization. In our society most basic, security and social needs are met through work or through cultural or government agencies. The ego and self-actualization needs are met in today's society in the work place through promotions, titles, recognition, appreciation, and sharing of power.

2. **Douglas McGregor** of the School of Industrial Management, M.I.T. (McGregor, Douglas, The Human Side of Enterprise, McGraw Hill, New York, 1960), developed a rationale for a dichotomy (classification by division) based upon certain assumptions about human beings. He called the two positions of this dichotomy Theory X and Theory Y.

**THEORY X: The Traditional View of Direction and Control**

a. The average human being has an inherent dislike of work and will avoid it if he can.

   The stress that management places on productivity, on the concept of "a fair day's work," on the evils of featherbedding and restriction of output, on rewards for performance -- while it has a logic in terms of the objectives of enterprise -- reflects an underlying belief that management must counteract an inherent human tendency to avoid work.

b. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

   The dislike of work is so strong that even the promise of rewards is not generally enough to overcome it. People will accept the rewards and demand continually higher ones, but these alone will not produce the necessary effort. Only the threat of punishment will do the trick.

c. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

A great many managers will give private support to this assumption, and it is easy to see it reflected in policy and practice. Paternalism has become a nasty word, but it is by no means a defunct managerial philosophy.

## THEORY Y: The Integration of Individual and Organizational Goals

### The Assumptions of Theory Y

a. The expenditure of physical and mental effort in work is as natural as play or rest.

b. The average human being does not inherently dislike work. Depending upon controllable conditions, work may be a source of satisfaction (and will be voluntarily performed) or a source of punishment (and will be avoided if possible).

External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

c. Commitment to objectives is a function of the rewards associated with their achievement.

The most significant of such rewards; e.g., the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives.

d. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

Avoidance of responsibility, lack of ambition, and emphasis on security are generally consequences of experience, not inherent human characteristics.

e. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

f. Under the conditions of modern industrial life, the inteilectual potential of the average human being is only partly used.

- The main idea in Theory X is that the manager's authority is used to control and direct the subordinate. A manager operating under Theory X assumptions tends to be authoritarian and directive, using threats and coercion.

- The main idea in Theory Y is the manager's recognition of his or her subordinates. Theory Y is built on the idea of subordinate self-control, collaboration and participation in decision-making. In actual application, there are probably situations where either idea makes sense for a manager to use.

3. **Rensis Likert** (New Patterns of Management, 1961 and The Human Organization, McGraw-Hill, New York, 1967) developed a profile of organizational and performance characteristics. He identified four management systems and the organizational variables of each. Briefly stated, the four systems are:

Exploitive authoritative - represents the pole position of the bureaucratic model (System 1).

Benevolent authoritative - a more humanisti bureaucratic model (System 2).

Consultative - uses employee prior to or as a part of the decision making process but is not truly group decision making (System 3).

Participative Group - the pole position of the open system (System 4).

The variables which he identified as distinctive among these four systems were:

- leadership
- motivation
- communications
- interaction - influence
- decision making
- goal setting
- control
- performance

The four systems were originally devised to show the comparative differences among management systems but have been modified to measure the nature of the management systems employed by an rganization.

Based on his research in contemporary organizations, Likert concluded that a participative management style makes significantly better use of human resources and enhances the effectiveness of the organization (System 4).

The three basic principles of System 4 are:

a. The Principle of Supportive Relationships

This requires that in all relationships each member of an organization will view the experience as supportive and one which builds and maintains his sense of personal worth.

b. The Manager's Use of Group Decision Making and Supervision

The entire organization must consist of overlapping group structures with each group using group decision making processes skillfully.

c. The Establishment of High Performance Goals for the Organization

To achieve and maintain performance, it is necessary that the subordinates, as well as the superiors of an organization, have high performance goals and have their work well-organized.

Subordinates are unlikely to set high performance goals for themselves and organize their work well if their superiors do not have such aspirations for themselves, for each subordinate and for the whole organization.

If a manager has high performance goals, excellent job organization, and at the same time uses group methods of supervision and the principle of supportive relationships, that manager is more likely to have subordinates who also set high goals and organize their work well. (Likert, 1967, p.63)

Likert argues that if a manager employs System 4 management style, the organization will develop a climate characterized by greater cooperation, higher performance goals, and a higher motivation to produce; and the organization will attain higher productivity.

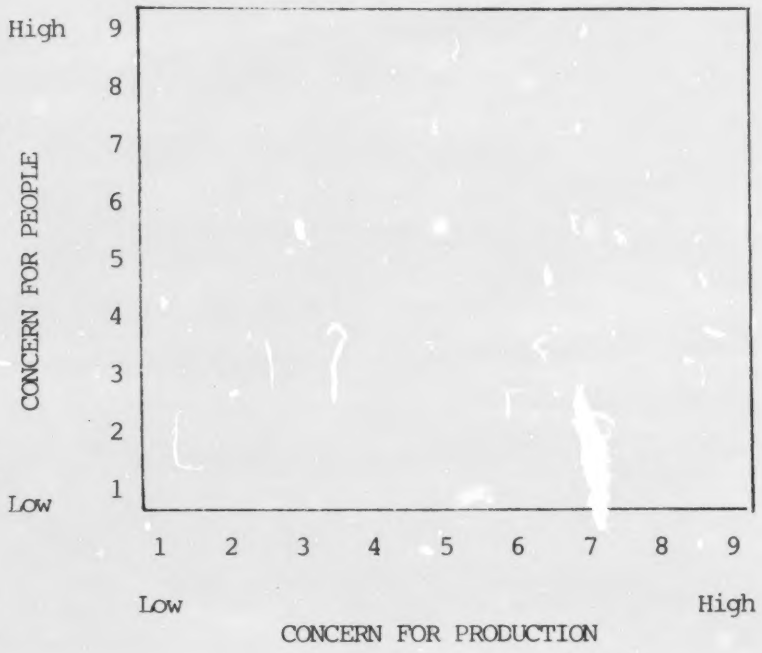
"You will never 'find' time for anything. If you want time you must make it."

Charles Buxton

16

4. **The Managerial Grid** concept was developed in the early 1960's by Robert Blake and Jane Mouten of the University of Texas (Blake, Robert, Building a Dynamic Corporation Through Grid Organization Development, Addison-Wesley, Reading, Mass.) The objective was to identify various approaches to management which could facilitate attainment of the purposes of an organization (production) and also enhance the organizational life of the employees.

The model envisions a grid with concern for production as one axis and concern for people as the other axis.




Several styles of management were identified and five selected as most typical in terms of identifiable "types."

Blake's conclusions were that effective management resulted when the manager placed as high a premium on those principles and procedures which enhanced the individual as on those which were aimed at greater productivity.

5. **Frederick Hertzberg** (Work and the Nature of Man, World Publishing Co., Cleveland, 1966) indicated that the two major groups of factors which motivate employees were Hygiene Factors and Motivational Factors. The Hygiene Factors

themselves do not make employees happy but the absence of such factors does make them unhappy. Included are such items as health and welfare benefits and other lower level needs. The Motivational Factors, however, function as vital motivators. These are:

a. interesting and challenging work,
b. opportunity to perform meaningful work
c. recognition
d. responsibility

B. How were these managerial research concepts utilized in the design of Quality Circles? As we look at how Quality Circles operate the answers will become apparent. First, a definition:

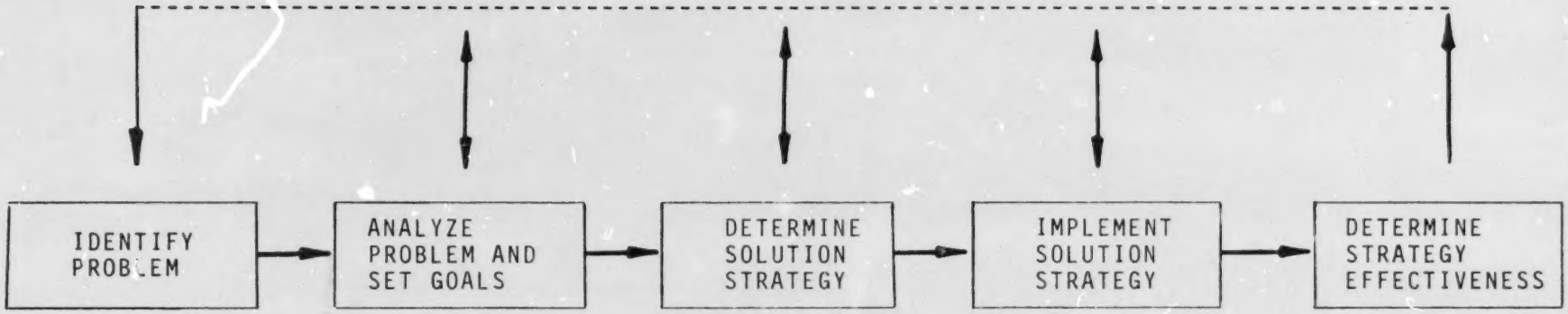
> **"A Quality Circle is a small group of employees doing similar work who voluntarily meet weekly to identify, analyze, and solve work-related problems."**

You will note that these are not necessarily managers or engineers or other experts but rank and file employees. Using Quality Circles is an attempt to return the responsibility for the quality of work to the worker and to use the worker's intimate knowledge of the job to identify, analyze and solve job-related problems.

The Quality Circle processes generally followed are the same as in any generic problem-solving model. The steps may be identified by different names, may be combined or separated, but the procedures remain the same. Each Quality Circle should develop the process with which it is most comfortable. Four examples will illustrate the point:

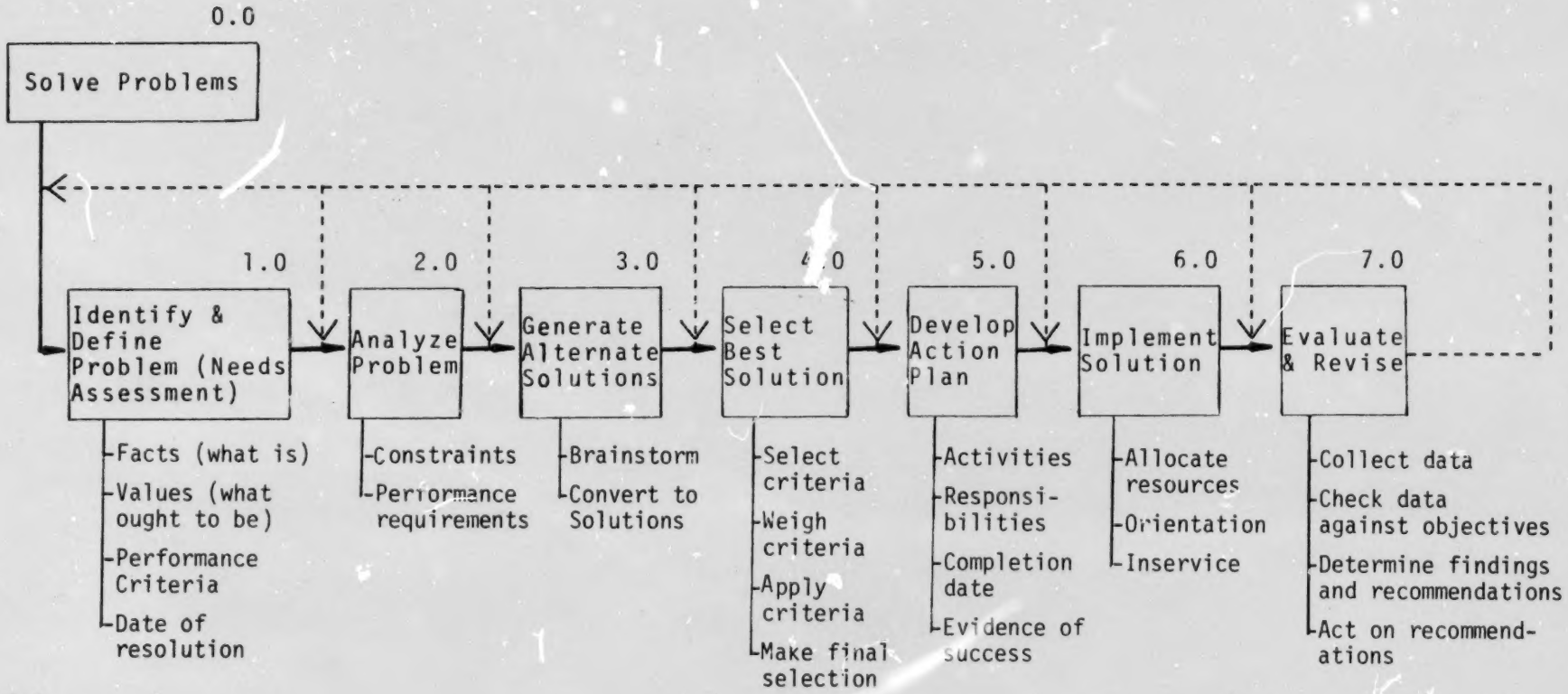
## 5 - STEP GENERIC PROBLEM - SOLVING MODEL

by Corrigan and Kaufman



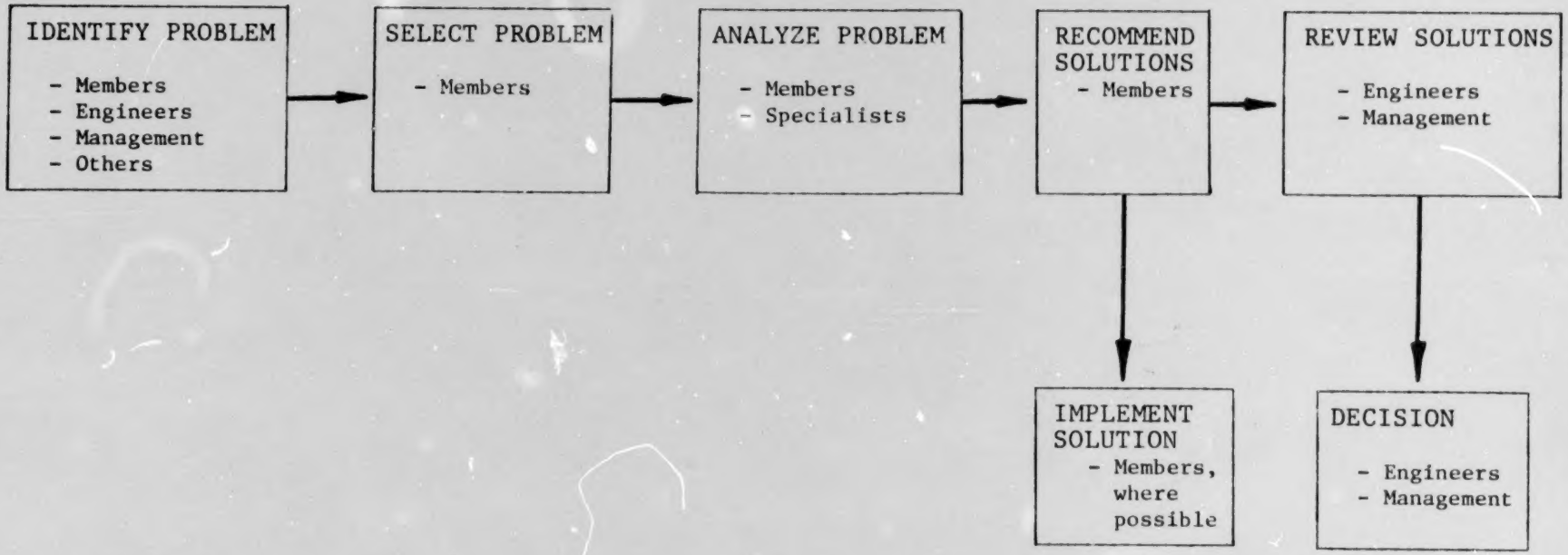
## 7 - STEP GENERIC PLANNING/PROBLEM SOLVING MODEL

by Don E. Halverson, Ed.D.



## QUALITY TEAM PROBLEM SOLVING MODEL

by Hewlett Packard Corp.



## Seven Exec Trak Building Blocks*

(See Quality Circle Monograph, Making Decisions in Quality Circles by Mildred Browne, Ed.D. for details)

The Seven Building Blocks in this process are:

1. Smoke out the issues: Why is a decision necessary? What are the consequences of doing nothing?

2. State your purpose: What needs to be determined? What do you want to decide? Why?

3. Set your criteria: What do you want to achieve, preserve, and avoid by whatever decision you make?

4. Establish your priorities: What are the criteria that any solution absolutely has to satisfy? What other criteria should it meet?

5. Search for solutions: How can you meet the criteria you have set?

6. Test the alternatives: How does each alternative stack up against the priorities.

7. Troubleshoot your decision: What could go wrong? How can your choice be improved?

The best way to get a feel for how the Seven Building Block process works is to apply them to relevant problems. In the Quality Circle monograph, Making Decisions in Quality Circles, each building block is demonstrated and discussed.

* Arnold, John D, Make up Your Mind, Amacom, New York, 1978

If employees are going to solve work related problems it follows that they will need to develop some skills other than those generally used in their jobs. A training or in-service component therefore is critical to the successful functioning of Quality Circles. **Problem solving processes** used which need to be learned are:

1. Brainstorming
2. Priority setting
3. Data collecting
4. Charting and graphing
5. Decision analysis
6. Cause and effect problem analysis
7. Presentation skills
8. Group process skills

In short, if employees are going to participate truly and effectively in solving problems, they will need to be taught the skills to do so. Functioning Quality Circles continue training as a regular part of Quality Circle operation, whether teaching new skills or reinforcing or reviewing previously learned ones.

"Nine-tenths of wisdom consists in being wise in scheduling time."

Theodore Roosevelt

## II. Basic Concepts of Time Management

### A. Time is Inexorable

It continues at the same pace day-in and day-out, 24 hours per day, 168 hours per week. Time is no respecter of persons, for it provides the same hours per week for everyone alike, whether prince or pauper. No-one can save it and spend it later. No-one can give his or her share to someone else. It is the one element which is relentless, non-saveable, and non-reassignable.

The only thing people can do is to use time for themselves in the most effective way, to achieve for themselves that which is most important.

Many studies and observations have been made about time since the very beginning of time. Four basic principles stand out about time and its relationship to the management of an enterprise:

1. A person cannot do everything that is expected of him or her. As the person reaches full effectiveness, the expectation invariably increases.

2. There is little correlation between an effective person and the amount of time he or she spends on the job.

3. There is high correlation between an effective person and the amount of time that person spends on high-priority objectives and "quality" time. (Quality time = sufficient time in large blocks and during the most creative periods.)

4. The effective person plans and controls his or her own time; the ineffective person is controlled by events and constituents.

What this means is that the most important activity anyone can do is set priorities for the use of time; that is, to determine what are the most important activities to be done or responsibilities to fulfill and then to do those first and let the others take place later. The section of this monograph dealing with setting priorities will help you accomplish this.

### B. Effectiveness Areas

All jobs have critical priorities, those activities which, if left undone, would create chaos. The trick is to identify them and complete them first.

Because this monograph deals primarily with school administrators and teachers, both of whom are managers to one degree or another, suggested Effectiveness Areas for both are set forth as follows:

## A Manager Is One Who Obtains Results Through Others

Management is the science and art of obtaining results through others. Functions of management and the correlatives for the manager can be set forth in from five to ten elements as follows:

### 1. Suggested Effectiveness Areas for Managers

a. Determining the thrust of the organization
   - Developing philosophy
   - Setting goals and objectives
   - Reviewing functions and activities to reach goals and objectives

b. Evaluating organizational progress
   - Determining level of achievement of goals and objectives
   - Utilizing evaluation data in program decision-making
   - Reviewing goals and objectives based on evaluations

c. Evaluating personnel
   - Evaluating subordinates and reviewing evaluation of others
   - Utilizing evaluation data in personnel decision-making

d. Developing staff
   - Assigning staff based on their strengths
   - Providing programs of staff development for all employees
   - Delegating as a job enhancement function

e. Building a team
   - Developing a commitment to the organization and its thrust
   - Providing an organization framework which supports personnel

f. Developing external support for the organization
   - Obtaining support from external decision-makers
   - Obtaining support from other parts of the organization

g. Performing operational support functions
   - Budgeting
   - Accounting
   - Assigning
   - Tactical planning

> "Effective executives concentrate on the few major areas where superior performance will produce outstanding results. They force themselves to set priorities and stay with their priority decisions."
>
> Peter Drucker

## 2. Suggested Effectiveness Areas for Teachers

### The Teacher's Role as a Manager in the Classroom

a. The teacher in relation to student learning

(1) Teacher as a diagnostician:

(a) of group climate in the classroom
(b) to establish competencies
(c) to establish goals with students
(d) for problem solving: e.g., learning style, handicaps

(2) Teacher as prescriber:

(a) to establish learning contracts
(b) to determine methods and materials needed to achieve learning goals
(c) to develop or obtain appropriate learning materials and equipment
(d) to match resources and students in an appropriate learning environment
(e) to develop a liaison with parents and community agencies and community members to bring appropriate resources to the students

(3) Teacher as presenter:

(a) to make presentations of information
(b) to direct group learning
(c) to facilitate discussion
(d) to monitor "time on task"
(e) to maintain classroom learning environment

(4) Teacher as evaluator:

(a) to assess progress
(b) to judge (evaluate) progress based upon assessment information
(c) to make appropriate decisions based on (a) and (b)

b. The Teacher in relation to the school team, the profession, the community, and colleagues

(1) Teacher and instructional innovations:

(a) to keep abreast of trends, research and new ideas
(b) to share new ideas, methods and materials with others on the school team

(2) Teacher and the school team:

(a) to function as a productive member of the school team in school planning, problem solving, and decision-making
(b) to develop support for the school and its programs
(c) to supervise students as appropriate

## C. Process for Setting Priorities

Every person has objectives: personal, professional, family, health, community, social, recreational, etc. Obviously, spending all of one's time on the golf course or ski slopes may assist a person in reaching a recreational objective, but it will undoubtedly play havoc with the job and home life. Most people recognize this but few realize that the same over-indulgence of time in their professional roles may also jeopardize their home, family and health lives. We need to:

1. Set forth objectives in every area of life
2. Determine which objectives are the highest-priority ones
3. Determine appropriate activities to reach these objectives
4. Allocate time to those of highest priority
5. Use a daily, weekly and monthly schedule to make certain that high-priority objectives and their activities continue to receive high-amount and high-quality time allocations.

Most people have 6 or 7 major roles they play in life:

| | |
|---|---|
| Self Service: | Physical maintenance activities such as eating, sleeping, exercising, personal care, etc. |
| Professional: | Work--that which brings in the money to support your lifestyle. |
| Family: | Parent role, spouse role, and son or daughter role. |
| Social-Cultural Recreational: | Activities participated in with friends, usually for enjoyment. |
| Community: | Voluntary political or philanthropic associations. |
| Religion or Church: | Religious activities. |
| Personal: | Activities done essentially alone such as pleasure reading, hobbies, etc. |

The suggestion here is that a person should identify his or her priorities among these seven roles and determine the major objectives and activities in each of them. Because this monograph is primarily about priorities on the job a form to assist in determining high priority job objectives is presented in Appendix A.

After the job priorities have been set, with appropriate objectives and standards of performance, a person needs to determine the activities which will help achieve these high priority objectives. These activities should also be in order of priority so that when choices are made, the individual will go with the one that moves him or her toward the top priority objective. See Appendix B for a form for this purpose.

The next step is to place the high priority activities into daily, weekly and monthly calendars. These should also be reviewed daily as part of a daily "to do" list so that they are uppermost in one's mind at all times. Appendix C contains a calendar form for this use.

The last step, and in some ways the most difficult, is to stick to the schedule. The next section identifies some of the barriers to good time management and some suggestions to overcome these "schedule detractors."

Using these ideas as a guide and the form in Appendix A, a teacher or an administrator should be able to determine and put in writing the major objectives and activities of his or her position.

As a check on your own effective use of time, a timelog of one week's activities will be helpful. Appendix D contains a timelog form for this purpose.

Note: A systematic way to set priorities is included as Appendix E with Action Plan forms as Appendix F. A full range of alternative priority setting methods is set forth in the San Mateo County Office of Education Monograph, Setting Priorities: A Handbook of Alternative Techniques.

"Effective executives know where their time goes. They work systematically at managing the little of their time that can be brought under their control."

Peter Drucker

## D. Overcoming Barriers to Effective Time Use

1. **Procrastination:** All human beings are afflicted with this problem to a greater or lesser extent. The first step is to recognize when procrastination is occurring. If a person is not engaged in his or her "A" priority there is a reason - what is it?

| Reasons | Suggestions to Solve |
|---|---|
| Don't know what to do | - seek advice |
| Don't know how to do it | - review other reports<br>- check with supervisor |
| The task is unpleasant or you don't like to do it | - delegate<br>- be positive<br>- reward yourself<br>- change environment<br>- accept |
| It's not interesting | - learn more about |
| You're not feeling well | - aspirin |
| You're afraid of failure | - seek feedback to hedge against failure |
| You have incomplete data to start | - set up procedure to obtain more<br>- set up time to do the job |
| It is a long job, or an overwhelming task | - start!<br>- schedule time<br>- swiss cheese approach |
| You have no deadline for goals | - set deadlines |

"The reason I beat the Austrians is that they did not know the value of five minutes."

Napoleon

2. **Unable to Say "No" to Someone's Request:** When an individual has completed this priority setting and has top priority activities in a schedule, following the schedule sometimes becomes a problem. This is so because other people constantly seek to have you do things they want done. A two-step response to such a request should be as follows:

   - Should it be done at all?
   - Am I the one that should do it?

   Quite often, the answer is "No" to both questions. If you have difficulty saying "No", try these ideas:

   a. Review your objectives and say "No" when it is apparent a "Yes" response will not move you toward your objective.

   b. Prepare yourself in advance to say "No" in a courteous manner.

   c. Never give "excuses"; they often evaporate and you're left with an assumed "yes."

   d. Try not to pay attention to the content or reason for the request. Do pay attention to the request itself and respond to it.

   e. Clarify the request so you really know what is wanted. It might be possible to suggest an alternative that would be a win-win for both parties. For further suggestions review the books on assertiveness skills listed in the bibliography.

> "...If the pressures rather than the executive are allowed to make the decision, the important tasks will predictably be sacrificed. Typically, there will then be no time for the time-consuming part of any task, the conversion of decision into action."
>
> Peter Drucker

3. **Paperwork Deluge:** Many studies have shown that over 50% of an organization's paper processing is internal, with excessive copies made and multiple filing. A few suggestions:

   a. Do not handle a piece of paper more than once. Write on it, file it, send it on, or whatever; however, don't just put it down to pick up or shuffle through later.

   b. Purge your files at least annually: It is estimated that you can throw away at least 80% of what you file-- it will never be used again.

   c. Improve reading and listening skills: Don't read every word of every book--read the essence. Don't listen to every word--get the message from word and non-verbal communications.

4. **Telephone Interruptions:** The telephone has been described as "the greatest nuisance among conveniences and the greatest convenience among nuisances." Rules for obtaining the greatest use of this convenient nuisance can be summarized as follows:

   a. Have someone else answer the telephone when you are in conference, planning, or doing an "A" priority.

   b. Develop procedures concerning the telephone with your secretary or whoever answers the phone, e.g. what constitutes an emergency, what information should they give etc.

   c. Make certain all telephone messages to you contain the big four elements:

      - who called
      - what did they want
      - what is the call back number
      - what is a good time to call back

   d. Designate a time to make your return calls then make them one right after the other. If the party is not available find out when he or she will be available and call back then.

   e. Whatever you do, do not let the telephone dominate your life or determine your priorities.

5. **Visitors:** Drop-in visitors from outside the organization such as salesmen, etc. are easier to contain than internal visitors such as your co-workers; however, neither category should be permitted to waste your time. Except in emergencies handle all visitors on an appointment basis through the secretary or receptionist.

   Other suggestions are:

   a. Keep visitors standing; the meeting will be shorter. Arranging your office or room so that chairs must be moved to allow a visitor to sit will help.

   b. Take charge of the conversation in a pleasant way and get to the point quickly.

   c. Let the person know you are busy and would prefer discussing the matter later.

   d. Keep a record of the most frequent visitors and speak to them privately about your concern or suggest that they accumulate problems so that one visit will cover many problems.

   e. Keep a clock in an obvious position to refer to or glance at if needed.

6. **Other Barriers:** Two of the most important other time robbers are too many ineffective meetings and failure to delegate or the misuse of delegation. These are both so important that the next entire section in this monograph is devoted to delegation, and a separate monograph is available in this series especially on meetings.

Just for today I will have a program. I may not follow it exactly, but I will have it, thereby saving myself from two pests: hurry and indecision.

OVEREATERS ANONYMOUS

"Moreover Thou shalt provide out of all the people able men, such as fear God, men of truth, hating covetousness; and place such over them, to be rulers of thousands, and rulers of hundreds, rulers of fifties, and rulers of tens:

And let them judge the people at all seasons and it shall be that every great matter they shall bring unto thee, but every small matter they shall judge:

So it shall be easier for thyself, and they shall bear the burden with thee."

Exodus 18:21 and 22

## E. Delegating versus Doing

Almost all people in the schools who have management responsibilities were once "doers." In fact, many positions in education are combination positions requiring some managing and some doing. Unfortunately, many people carry over into their management jobs the habits, skills and attitudes they developed as doers, not realizing that many of these skills are counter-productive to good management. For example, delegating. A manager may espouse the old adage, "If you want something done, do it yourself." Doing everything yourself will not develop the skills of your employees, will create antagonism as you make all of the decisions, and will prove to your employees a lack of trust in their capabilities, thus alienating them.

In Section A the definition of a manager was "One who gets results through other people." This means that managers must know who these "other people" are: their strengths, weaknesses, desires, problems, and motivation needs. Delegating responsibilities to employees so they can capitalize on their strengths is a must. Providing inservice opportunities for employees to develop new skills and renew old ones is critical. Enriching employee positions with new challenges so they can grow and develop is essential.

The manager's job, then, is to provide opportunities and challenges for growth of all those for whom he or she has a responsibility. This applies to school administrators with their employees. It also applies to teachers as managers in the classroom with their aides and volunteers and with their students. A few principles:

1. **Delegating versus Assigning:** To assign a person a task or activity is to spell out in detail what he or she is to do, when to do it and how to do it. Because the assigning is so detailed and "by the numbers," very little latitude is left for the worker to use his or her own creativity or initiative in determining a better way to accomplish the task.

   Delegation, however, is to set forth:

   a. the outcomes desired,

   b. any restrictions or constraints on how the activity should be done, and

   c. the standards by which the activity is to be evaluated.

   Delegation is not concerned with the way in which the activity is to be done but leaves such decisions to the initiative and ingenuity of the worker. It is a well-known fact that people follow through better on their own decisions than on those "laid on them." Delegating takes advantage of worker initiative, special knowledges and skills, and provides a commitment not generally realizable through assigning.

   A case in point:

   > After World War I (1920) over 60% of all automobiles in the world were Ford Motor Cars. Some seven years later (1927) Ford was third in the world behind both General Motors and Chrysler Corporations. Many analyses have been made of this startling decline in Ford production and the rapid advance of especially G.M. There is much evidence to suggest two factors were most instrumental in both cases. The first was the lack of the ability to delegate on the part of Henry Ford. An automobile genius he was, a delegator he was not. Even though he worked prodigious hours, he was unable to make all the decisions necessary in this fast-developing technology and thus he became a bottleneck. Alfred P. Sloan at General Motors, on the other hand, was a delegator par excellence. He held his managers accountable and inspired confidence in them with their own abilities.

2. **Areas to Delegate:**

   a. Routine or Repetitious Tasks or Activities
   Virtually any delegation initially takes longer than if you were to do it yourself. Routine or repetitive tasks or activities are especially good for delegation because this initial time deficit is quickly erased as the employee soon completes the activity each time with little or no referral to the manager.

b. Challenging Responsibilities
Industry has learned that small tasks repeated over and over lead to boredom, illness and absenteeism. Virtually any position can have additional responsibilities delegated to challenge the employee, thus enhancing the job climate for the individual.

c. Fact-Finding Responsibilities
Searching out the appropriate facts so that the delegator can use them in conjunction with other facts to solve problems or improve production is an effective use of the principle of delegation.

d. Data Collection
In many instances specific data must be collected over a period of time. Examples include assessment data such as test scores, absences, and others. Delegating these responsibilities to others leaves the manager free for other responsibilities and still provides the necessary data at the appropriate time for decision making.

e. Temporary Duties
Delegating temporary responsibilities can be an opportunity to try out the skills of employees without any long-term commitment on the part of the manager. Such delegation also indicates trust in the employee and a desire to enhance the employee's capabilities.

f. Activities Others Do Better or Which You Do Not Like to Do
The bottom line is results. If someone else can get results more effectively - encourage it. People generally do not like to do those things in which they are not effective. If the manager doesn't like to do something, chances are he or she is not very effective at it and should delegate the activity to someone more productive.

3. **How To Delegate:**

a. Identify the Responsibilities and Define the Limits
- What are the responsibilities?
- What are the constraints or limitations?
- What will you accept as successful fulfillment of the responsibilities? (Standards of Performance)

These and other questions which will help set forth the parameters of responsibility are essential to determine in advance so everyone can be clear as to what results are expected.

b. Communicate Clearly
The communication must be two way. The employee must understand the delegation and the manager must be assured of that fact. It may take two or three meetings spaced over a short period of time to make certain that the communication is accurate and clear.

c. Set Clear Realistic Goals

Obviously the delegations must be within the scope of the employee's capabilities and the organization to achieve. Too difficult goals are discouraging and hard on morale. Too simple goals are not challenging and may be seen as the manager's just getting rid of unpleasant tasks.

d. Give Authority with Responsibility

Authority is the right or freedom granted by the delegator to the employee to make the necessary decisions in the areas of responsibility. Retaining the authority in any delegation takes away the very reason for delegating, using the creativity and providing for the growth of the employee.

It is far better to increase gradually the responsibility with its authority so that the manager is comfortable with the delegation than to give a large responsibility and retain the authority because of a feeling on the part of the manager that the employee won't be successful.

e. Establish Realistic Completion Dates

Deadlines are invaluable in preventing procrastination. Such deadlines should be mutually arrived at and realistic. If the deadline is not met, there should be an accounting of that fact, not necessarily punitive but factual and clarifying in nature. Then - a new date is mutually set and held to.

f. Delegations Must Be Monitored

Setting future appointments or progress reports to monitor the progress of a delegation is essential. Only then will the manager be aware of deviations which, if allowed to go uncorrected, could result in failure, a result with serious implications for both manager and employee.

g. Don't Make Decisions in Delegated Areas

Holding employees accountable for their areas of responsibility is a sound management principle. To fulfill their delegation and be held accountable, employees must have the authority to make the necessary decisions. This authority must not be violated by managers. If it appears that a problem is occurring, a conference should be held and the employee given the opportunity to review the decision and change it as appropriate. Nothing will erode an employee's self-esteem more quickly than a decision countermanded by a supervisor.

h. Resist Perfection

We all make mistakes unless we do nothing at all. Expect mistakes. When they occur, use the opportunity for a problem-solving and learning session. Finger-pointing and blame-finding are sure ways to destroy self confidence and good employee-manager relationships.

i. Delegate to the Lowest Level Possible

In general, a job can be done best at the level where most of the information is such that it will aid in solving job problems. This is the level to which the delegation should be made. If the position selected is within the jurisdiction of one of your subordinates, the delegation should be made to your subordinate with a suggestion that he or she might want to delegate it further but any further delegation is at his or her discretion. Endeavoring to delegate through a subordinate to a lower level employee without involving the subordinate violates the entire principle of accountability with its necessary safeguards.

Stop Reverse Delegation

There are always some employees who try to delegate activities or tasks to their supervisor. Accepting such a delegation, although it may make the manager feel needed or powerful, actually reduces the growth and development of the employee. The manager should counsel, discuss, brainstorm, problem-solve or almost anything else with the employee, but leave the decision to the employee. Students are especially adept at delegating to the teacher or aide. This must be guarded against.

Quite often teachers will indicate that while delegation might be appropriate for the principal, teachers have no one to whom to delegate anything. In working this concern through with a group of some 20 high school teachers, we developed the following list of responsibilities which many of them were delegating to students:

- recording data of virtually every description - e.g., grades, attendance data, test scores
- preparing, copying, recopying dittos
- preparing, cleaning transparencies
- correcting tests and recording grades
- routine tasks of every description

## III. Application of Time Management Concepts to Quality Circles.

The core of the Quality Circle concept is the delegation to employees of identifying, analyzing and solving work-related problems. This delegation capitalizes on the higher needs of individuals because it enhances the ego and self actualization needs (Maslow), moves toward Theory Y principles of supportive relations (McGregor) and toward the System 4 position of the participating group (Likert), increases the organization's concern for people (Blake), and enhances the challenge of the work and the recognition of the workers (Herzberg).

In short, the critical managerial skill of delegation, long noted as a significant time management factor, not only improves the productivity and job satisfaction of the employee but distinctly increases the manager's discretionary time which can then be devoted to other areas of effectiveness.

A significant research finding from the University of Oregon sets this forth very clearly as follows:

> "Recent research indicates ... that when managers allow their subordinates greater influence in the organization, not only does the job satisfaction morale of the subordinates increase, but the subordinates are more responsive to the manager's wishes and requests. The manager thus gains control by giving control away."
>
> ERIC CLEARINGHOUSE ON EDUCATION MANAGEMENT
> University of Oregon (ED 155755)
> June 1978

It should be noted that the final decision as to carrying out the solutions to the identified problems still remains with the manager, thus preserving the job accountability of the manager's position. The Hewlett-Packard Corporation has indicated that about 80% of the solutions recommended by employees through Quality Circles are indeed put into effect by the organization. This fact speaks well for both the skills of the employees in Quality Circles and for the acceptance and support of the Quality Circle results by management.

Other time management concepts which apply to in Quality Circles are as follows:

### A. Manager's Effectiveness Areas

1. **Determining the Thrust of the Organization:** Effective functioning of Quality Circles requires a clear, concise definition of the goals and objectives of the organization. Work related problems can only be solved within a commonly shared understanding of what the organization is about.

2. **Evaluating Organizational Programs:** Employees learn data collection skills and thus are in a better position to assist the manager in achieving this effectiveness area.

3. **Evaluating Personnel:** Here again, employees learn the techniques of analyzing data in an objective manner so as to evaluate an outcome. Such an objective point of view on the part of the employee can only assist a manager in helping the employee analyze his or her strengths and weaknesses and in capitalizing on the strengths and overcoming the weaknesses.

4. **Developing Staff:** Quality Circles are productive in direct proportion to the skills of the participants. A fundamental concept in Quality Circles is the continuous training and development of employees. Circles also provide a vehicle for implementing staff development programs and for providing a commitment to such programs on the part of the employees.

5. **Building a Team:** Here again, the very essence of team feeling is provided in Quality Circles. Such a collaborative process is effective in direct proportion to the teamness developed by the participants of the Circles.

6. **Developing External Support for the Organization:** Properly functioning Circles operate in an organization under the umbrella of a Steering Committee. As the participants in these Circles solve problems, make their presentations to management, and receive formal recognition in the organizations newsletter and other media, the employees in other parts of the organization recognize the expertise and increased productivity and become more supportive and cooperative. Employees in one division of an organization are not slow to recognize effectiveness in other divisions of the organization. All of these forms of recognition provide for an overall esprit de corps and mutual support.

7. **Performing Operational Support Functions:** This effectiveness area is directly affected by the Quality Circle's activity through improved problem identification, resolution, and both short and long range planning.

In summary, it becomes crystal clear that employee participation in Quality Circles directly enhances and supports the high priority effectiveness areas of managers. Circles contribute directly to the success of the manager and to the enhanced productivity of the organization.

B. **Teacher Effectiveness Areas**

1. **The Teacher in Relation to Student Learning:** Two major contributions of Circles become readily apparent:

   a. The development of problem identification and problem solving skills on the part of the teacher and

   b. The participation with other teachers in collaborative inservice.

   This sharing of ideas and procedures that work is at the core of teacher improvement. A third overriding positive factor is the enhancement of teacher skills in group process work which is at the heart of the teacher-learner relationship.

2. **The Teacher in Relation to the School Team, the Profession, the Community and Colleagues:** Briefly reviewing this area shows its direct relationship to the manager effectiveness areas of staff development, team building and external support development. It is in these areas that the challenge of the job becomes apparent and the meaningfulness of the profession is most self evident.

In summary, it is obvious that the effective management of time on the part of school administrators and teachers is greatly enhanced through participation in Quality Circles. Specifics include:

- Improved problem identification and problem solving skills
- Enhanced group process skills
- Shared stake in the goals and objectives of the organization
- Improved self-concept and self-esteem
- Added commitment to the organization and its goals
- Organizational recognition and support for priority setting and dedication to effectiveness areas.
- Greater discretionary use of time - e.g., reduction of time spent on telephone, visitors, meetings and non-productive or semi-productive activities. In fact, following sound time management principles will more than make up for the time spent on Quality Circle activities.

"Get control over the timing and content of what you do" is appropriate advice for managing management time. The first order of business is for the manager to enlarge his discretionary time by eliminating subordinate-imposed time to see to it that each of his subordinates possesses the initiative without which he cannot exercise initiative, and then to see to it that this initiative is in fact taken. The third is for him to use another portion of his increased discretionary time to get and keep control of the timing and content of both boss-imposed and system-imposed time.

The result of all this is that the manager will increase his leverage, which in turn enables his to multiply, without theorectical limit, the value of each hour that he spends in managing management time.

William Oncken, Jr., and Donald L. Wass
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JOB RELATED OBJECTIVES Revised 1982

POSITION: _____

| (1) RESPONSIBILITIES OR FUNCTIONS (Major statements in action terms; use verbs. These are major responsibilities sometimes referred to as effectiveness areas. They should be somewhat generic rather than too specific.) | CONNECTING PHRASE (so that) or (in order to) | (2) RESULTS (Use output results when possible.) | (3) STANDARDS OF PERFORMANCE (A standard of performance is a written description of the condition which will exist when a job is satisfactorily accomplished - e.g., performance will meet standard when...). If possible use quantitative measures such as per cent, ratio, degree, time, number, cost. | LIST IN PRIORITY ORDER Most important equals number 1, etc. |
|---|---|---|---|---|
| *Example: Involve staff in the development of department goals and objectives.* | *so that* | (1) *all personnel will have input to department goals.*<br>(2) *the department will have a direction or thrust to guide personnel and programs in achieving results.* | (1) *All personnel will have been given an opportunity to provide input to department goals and objectives.*<br>(2) *Every program in the department will be able to relate its program objectives to department objectives.* | |

SUMMARIZE THE OBJECTIVES FROM APPENDIX A ON THIS FORM AND SET FORTH THE ACTIVITIES NEEDED TO ACHIEVE THE OBJECTIVES:

| OBJECTIVE (Summary Statement) | ACTIVITIES TO ACHIEVE OBJECTIVE |
|---|---|
| *Example:*<br>*1.0 Involve staff in developing department goals and objectives.* | *1.1 Hold three Quality Circle meetings within the first month of school.*<br>*Meeting #1: determine the process for setting goals and objectives and gather input.*<br>*Meeting #2: develop preliminary goals and objectives and disseminate for input.*<br>*Meeting #3: collect all input and adapt goals and objectives by consensus.*<br>*1.2 (any others as appropriate)* |







Note: Appendix F forms may also be used as Action Plans to follow through on achievement of the above activities

NAME

WEEKLY SCHEDULE FOR WEEK OF

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

**Appendix D**

**Record of Time Spent or Time Log**

Directions: Select a week and keep a record of your activities for that week by 15 minute intervals. Indicate in the far right column which objective the activity was to accomplish. Use the objectives set forth in Appendix A. If the activity was not related to any high priority objective, write none.

| TIME | ACTIVITIES | OBJECTIVES |
|---|---|---|
| 7:00 - 7:15 | | |
| 7:15 - 7:30 | | |
| 7:30 - 7:45 | | |
| 7:45 - 8:00 | | |
| 8:00 - 8:15 | | |
| 8:15 - 8:30 | | |
| 8:30 - 8:45 | | |
| 8:45 - 9:00 | | |
| 9:00 - 9:15 | | |
| 9:15 - 9:30 | | |
| 9:30 - 9:45 | | |
| 9:45 - 10:00 | | |
| 10:00 - 10:15 | | |
| 10:15 - 10:30 | | |
| 10:30 - 10:45 | | |
| 10:45 - 11:00 | | |
| 11:00 - 11:15 | | |
| 11:15 - 11:30 | | |
| 11:30 - 11:45 | | |
| 11:45 - 12:00 | | |
| 12:00 - 12:15 | | |
| 12:15 - 12:30 | | |
| 12:30 - 12:45 | | |
| 12:45 - 1:00 | | |

TIME LOG
(continued)

| TIME | ACTIVITIES | OBJECTIVES |
|---|---|---|
| 1:00 - 1:15 | | |
| 1:15 - 1:30 | | |
| 1:30 - 1:45 | | |
| 1:45 - 2:00 | | |
| 2:00 - 2:15 | | |
| 2:15 - 2:30 | | |
| 2:30 - 2:45 | | |
| 2:45 - 3:00 | | |
| 3:00 - 3:15 | | |
| 3:15 - 3:30 | | |
| 3:30 - 3:45 | | |
| 3:45 - 4:00 | | |
| 4:00 - 4:15 | | |
| 4:15 - 4:30 | | |
| 4:30 - 4:45 | | |
| 4:45 - 5:00 | | |

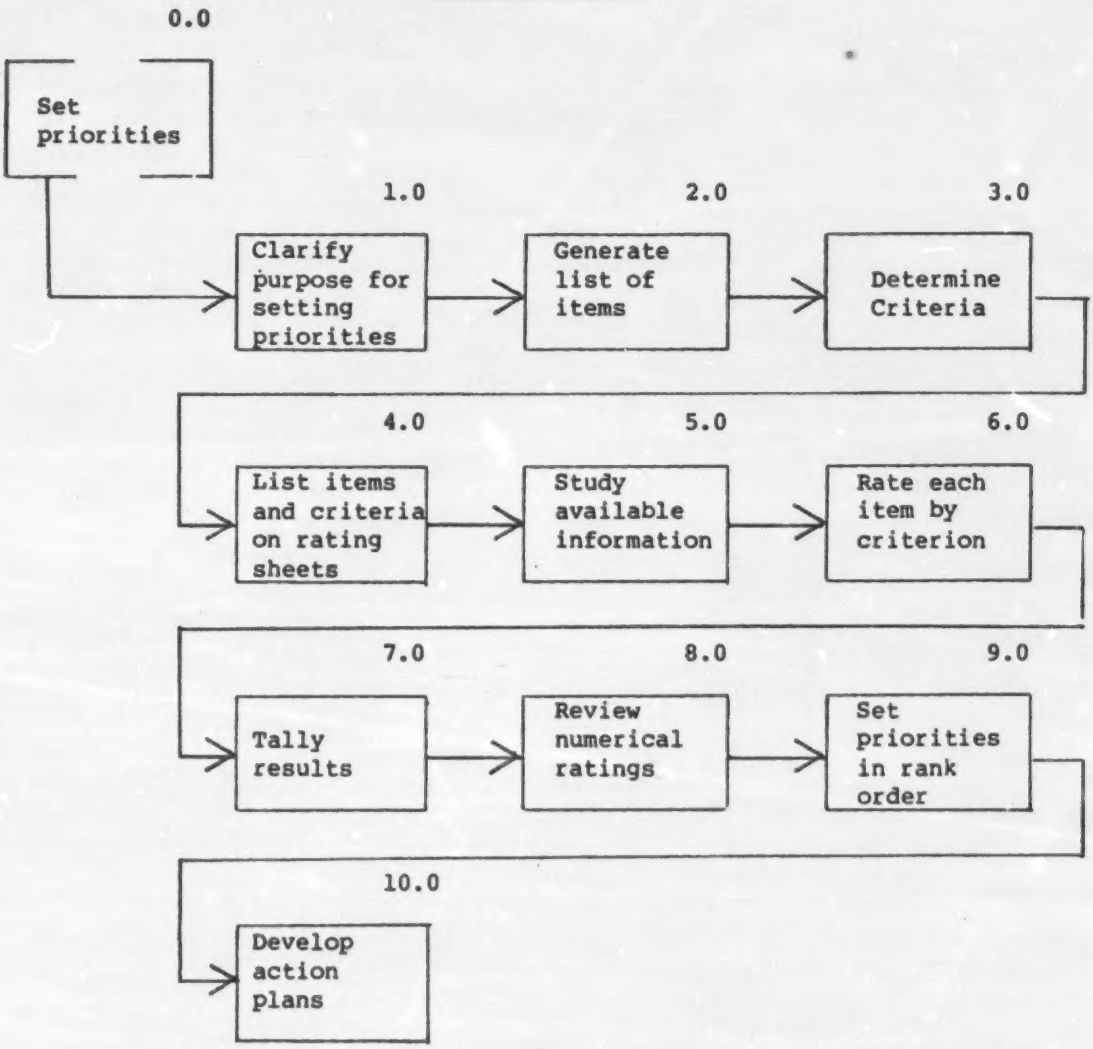
Comments or Observations:

Suggestion: If at least six working hours of an eight hour day (75%) cannot be related to your high priority objectives maybe you have a time management problem. Review "Overcoming Barriers to Effective Time Use".

## Appendix E: Priority Setting

Although there are many ways to set priorities, whatever method is selected should be systematic and practical. It is considered adequate to use from two to four criteria with three being the most often used. The 10 steps can be presented in flow block diagram format as follows:

San Mateo Model




**Application to Quality Circles:**

The Circle should be clear on the purpose of the priority setting (Step 1.0). Examples could be for determining Circle objectives, prioritizing problem areas, or suggested solutions.

Step 2.0 is for the Circle to generate a list of items using brainstorming techniques, for example, generating suggested solutions to a problem. Criteria (Step 3.0) are then selected. Such criteria could include: cost to implement, time required, impact on the organization, etc. These criteria are placed on the rating sheet on the next page (Step 4.0). Using these criteria each participant will give each solution a "1", "2", or "3" rating with "1" meaning best and "3" worst (Step 5.0 and 6.0). Lowest score receives the highest rating. Individual ratings are then combined into group ratings and a final rank order determined arithmetically (Steps 7.0, 8.0, and 9.0).

The final step is to develop an action plan (see Appendix F).

**Appendix E (continued): Rating Sheet**

CRITERIA

| LIST OF ITEMS | 1. | 2. | 3. | TOTAL | RANK |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

ACTION PLANS (Step 10 in Priority Setting)

Quality Circle Objective: _____

_____

Quality Circle Members

| Activities or tasks | Chairman | | | | | | | | Date of Completion | Evidence of Success |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |
| 5. | | | | | | | | | | |

Directions: On the top line(s) place the objective for which the solutions were generated. Then identify and record all activities which will need to be accomplished to implement the solution. Check who is responsible for doing the activity or seeing that the activity is done. Names of Quality Circle members may be placed on the chart. Specify the date of completion and indicate as a group what will be accepted as evidence of success. The Circle should then monitor its action plans to make certain the problems which it identified with their corollary solutions and activities are presented to management for implementation.